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ABSTRACT

This monograph's purpose is to provide a basis for team development for quality circle groups involved in problem-solving and decision-making. Training group members in team building is a crucial factor for success in quality circles. The following are important needs for group members: a sense of belonging, a commitment to group goals, a sense of progress, clarity of expectations, and confidence in the leadership. The author focuses on three aspects of team building: (1) the atmosphere and the climate; (2) the trust and support levels; and (3) the task focus of the group. A series of 24 activities designed specifically to address these three aspects of team building are presented in the monograph along with discussion of the purpose of each activity and general instructions for presentation and evaluation. The appendixes include the list of activities, additional resource materials, and a bibliography. (MD)

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team-building in quality circles

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FOREWORD

This monograph is one of a series to be used as a training tool for the formation of quality circles in schools. Its purpose is to provide a basis for developing a team from any group which engages in joint problem-solving and decision-making. It is built on the premise that regardless of content discussed, the best result is obtained when people work as a team rather than as individuals.

Team building is an ongoing process, both as a prerequisite to effective decision-making and as a necessary maintenance activity to ensure that group members have ownership of the decisions made by the group. Establishing and maintaining sound interpersonal relationships and creating an atmosphere where individuals learn and grow as people are important elements in the development of effective problem-solving skills.

It is hoped that this document can serve as a vehicle for infusing a bit of humanness into the process of acquiring technical skills. Often, in our zeal to accomplish the task, we forget that we are involved with people who can work effectively only if certain human needs are met. This monograph is a tool to direct the facilitator in the process of building a team. Its emphasis is on people, not on the tasks, on the process, not on the content. Its goal is to make work fun! Enjoy!

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INTRODUCTION

In recent years, there have been numerous attempts to apply successful business practices to educational environments. The rationale centered on the belief that one could duplicate the increased levels of productivity which businesses achieved by introducing similar strategies in educational settings. Given the intangible nature of the "product" in education, however, some of the earlier strategies used have been less than successful in schools and other educational environments, particularly when they were not adapted to the unique needs of educational institutions. The concept of the quality circle, however, has tremendous potential within the school setting, not only as a way to improve productivity within the organization and to increase job satisfaction for employees, but also to introduce some techniques which have widespread applicability to other activities which occur in the teaching-learning process.

Team building is a crucial factor in the success of the quality circle concept. We often assume that a sense of "groupness" or becoming a team occurs naturally in situations where people must work together. This is not the case. The emphasis on autonomy can interfere with the development of effective teamwork and collaborative decision-making within the circle as it tackles the problems in the organization.

Training group members in team building is a necessary prerequisite to establishing effective quality circles which have the responsibility for collective problem-solving.

People must learn to work together effectively in order to get good results for group members specifically and for the organization in general. We assume that people who know one another and care about one another as individuals will, in the long run, become effective group members who are more capable of solving problems in a professional and systematic way because of the atmosphere of mutual respect. Becoming a team and maintaining this sense of the team is hard work. It is not only just as essential as the learning of technical skills in the area of problem-solving, decision-making and problem analysis, but is a prerequisite to it.

In educational institutions most individuals might be seen as working within a hierarchical structure, each with a specific area of responsibility, and the freedom to function autonomously within certain prescribed limits. The focus on team-building as particularly significant in the development of quality circles in schools is an attempt to develop a mechanism for maintaining individual autonomy in the context of the group.

As with the quality circle concept itself, the emphasis on team building within the group process makes a number of assumptions:

1. There is an assumption that the collective talents of a number of autonomous individuals who work together can be more valuable to the organization and produce more quality outcomes as a team than from the isolated efforts of individuals.

2. There is an assumption that those who work in a particular sphere <u>are</u> the experts and that their effectiveness is increased particularly if we can train that expertise and direct it into mutually desirable directions.

3. There is an assumption that there are some transferable skills to be gained from the training of personnel in problem identification, analysis, and resolution in a group context. These skills may be directly or indirectly applicable to the work setting or classroom or to the personal lives of participants.

4. There is an assumption that when individuals take part in the decision-making that relates directly to their own work situation, there tends to be more job satisfaction and, therefore a higher degree of productivity and unity of goals within the organization.

The objectives of this module therefore are:

1. To provide a context for team development as an integral part of the quality circle process.

2. To provide a framework for the development, maintenance and evaluation of teams in an educational setting.

3. To provide specific activities for use by facilitators in teaching team-building and maintaining a sense of group unity in the team to be trained.

Pre/Post Testing

The pre- and posttest instrument for this unit focus on two different areas of concern. The knowledge which individuals have about group dynamics in general and team-building in particular will determine to some degree how effective they will be as facilitators. The technical skills involved in facilitating a sense of group unity can be taught in a workshop presentation but cannot be mastered except through a variety of experiences within the group process. These skills relate not only to technique but to the facilitator's sensitivity in using these techniques at appropriate times in the group process. The growth in technical skills should be evident as a result of participation in the facilitator training session and in participant evaluations of each session of the quality circle meetings.

The second area for pre- and posttesting is perhaps even more significant, however, given the focus on activities in which success depends on more intangible skills. In addition to anticipated improvement in technical skills, it is very important that group leaders improve in their ability to diagnose and direct the group process. The leader's ability to facilitate growth, not only in the group as a whole but in the individual participants as well, can only be measured by group members' evaluation of the value of their group sessions.

The use of checklists and inventories to analyze team functioning can also be used to plot the growth of the group and the effectiveness of the trainees. These forms may be used for group members to evaluate an entire quality circle session or only the activity part which relates to team building. The actual assessment of the facilitator as a group leader, both directly and when the role becomes less direct, may be more evident as one looks at the cumulative evaluations completed by the participants over a period of time. The use of an outside observer/evaluator is also possible, employing the same instrument as that used by participants.

The series of check lists or inventories included in the resource section may be altered or adapted for use as an interim analysis of team effectiveness. The inventories included vary from individual meeting evaluation forms to diagnosis of the overall team functioning. Several activities included in the third series of experiential activities (Team Functioning) may also be used in assessing group growth and the progression of group self-awareness.

Pre-Posttest

Directions:

Read each statement and decide if it is true (T) or false (F).

1. _____ The most important factor in fostering security in team membership is having a sense of individual autonomy.

2. _____ It is essential for members of the team to achieve consensus around group goals.

3. _____ In an effective team, leadership may rotate among members as the task focus changes.

4. _____ The effectiveness of the group process is often more significant than the content of discussions in the earlier stages of team development.

5. _____ Team building exercises designed to establish a positive atmosphere and set the tone for meetings are often dismissed as "silly" by team members.

6. _____ Once set, the goals of the team should be maintained as originally outlined to give group members a sense of direction.

7. _____ The strongest teams are those which emphasize formal leadership to guide group members in the process of decision-making.

8. _____ Hidden agendas often sabotage team efforts and are usually apparent to leaders early in the group process.

9. _____ The group's ability to function as a team may vary from one session to another.

10. _____ The three most important aspects of team building are setting a positive atmosphere, leadership development and task focus.

11. _____ Experiential activities should be used at each team session and always planned by the facilitator beforehand.

12. _____ The "Human Scavenger Hunt" is an activity designed to establish trust on a deeper level among group members.

13. _____ Analysis of team functioning may occur at regular intervals in the development of the group.

14. _____ Activities may be interjected at any time in the team process if they may be effective in highlighting a process issue.

15. _____ "Board of Directors" explores power and leadership issues in a group and helps team members assess their own needs for power.

16._____ There are technical skills to be learned in the group process but an important prerequisite for a leader is sensitivity and receptiveness.

17._____ In low-trust groups there is less socially generated uncertainty because team members focus on minimizing their vulnerability.

18._____ The high participator who dominates discussions is more counter-productive to the group than the low participator who rarely shares.

19._____ "Birth Signs" highlights the significant similarities among persons born under the same astrological sign.

20._____ The "no game" is used to assess group members' degree of assertiveness.

Answers:

1. F	2. T	3. T	4. T	5. T
6. F	7. F	8. F	9. T	10. F
11. F	12. F	13. T	14. T	15. F
16. T	17. F	18. F	19. F	20. F

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as productive as possible. A good facilitator looks for signs of each of these characteristics within the group to determine whether it provides the kind of satisfaction which members need. Although it is possible for group members to participate in and contribute to the process without some of the "intangibles" indicated below, the team will not be as effective. From time to time, it may be helpful to make a checklist which includes these items and give it to members so that they may evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value:

1. Group members need to feel a SENSE OF BELONGING.

   Although retaining their individual autonomy, group members need to feel that they belong to a team, that they are valued members of it and receive a sense of security in the importance of their presence and their contribution to the group process.

2. Group members need to feel a COMMITMENT TO GROUP GOALS.

   The process of goal-setting and achieving some consensus on identified goals is a very important one. Group members achieve this commitment when they see the value of the goals selected, regard them as attainable, and clearly view themselves as having a part in refining those goals and directing the group process.

3. Group members need a sense of PROGRESS.

   Although members may work hard to achieve goals, it is important that there be concrete messages which convey systematic progress toward reaching those goals so that members can feel a sense of accomplishment.

4. Group members need CLARITY OF EXPECTATIONS.

   It is important that team members are clear about the role which is expected of them in the group and have some say about altering that role should they find it uncomfortable or inappropriate. Coupling these clear expectations with meaningful assignments which are challenging yet within the scope of the person's ability is important in maintaining member interest and commitment.

5. Group members need to have CONFIDENCE IN THE LEADERSHIP.

A good facilitator fosters a sense of security in group members through clarity of the role of the identified leader and maximum flexibility for group members to assume leadership where appropriate. The security of knowing that the person in charge is capable and trusting of group members will allow them a greater freedom to assume leadership and ultimately reduce the necessity for structure and control within the team.

Evaluating Team Effectiveness

Even without examining the content of team discussions, we can evaluate team effectiveness by observing the process. Listed below are some key characteristics of an effective team. These may be adapted for use in a rating sheet to assess the group's progress.

1. An effective team is one in which members become increasingly self-aware particularly in the context of the group. Members are capable of evaluating and altering their behavior in the light of that awareness.

2. An effective team is one in which members become increasingly knowledgeable about other people and are capable of evaluating one another's behavior based on that knowledge.

3. An effective team is one in which the goals and the tasks are understood and accepted by group members and sufficient discussion has taken place to allow members of the team to commit themselves to those goals.

4. An effective team is one in which there is a great deal of discussion by everyone and group members really listen to one another's points of view in reaching decisions.

5. An effective team is one in which divergent views are respected, disagreement is expected and encouraged, and criticism is open, constructive and functional in the group process.

6. An effective team is one in which the facilitator becomes increasingly less dominant in structuring the direction of the group. Leadership roles may rotate among members, depending upon the needs of the group.

7. An effective team is one which becomes increasingly skilled in group dynamics and is as focused on process as on content in decision-making. There is an emphasis on reaching consensus, and the processes for doing so allow individuals freedom of expression while reaching solutions that are acceptable to all involved.

Leadership Function in the Teams

Our traditional perception of a group is that it has a formally identified leader whose task it is to structure group processes and lead the group members in fulfilling their responsibilities. Most often, this function of leadership is a prominent one, and group members invest a great deal of power in this individual. Although groups with identified leaders who exercise a significant amount of control in directing the group process are often comparatively more effective than "leaderless groups," they tend to feel less responsibility for outcomes and regard their own role as less vital.

The team concept of groups does not disregard the role of group leader, but the function of this individual is much more one of group facilitation than group leadership. Team members are regarded as autonomous, contributing individuals, who may, at any given time, assume leadership as it is needed. It is a process which acknowledges the expertise of individual group members, not only as contributors to other group process, but also as directors.

This concept of the team allows us to separate the many different functions that a leader usually performs and gives members tacit approval to engage in any of these behaviors at any given time, such as initiating, providing information, clarifying content and/or process, summarizing information, or even requesting group consensus around a specific issue. It also places upon group members the responsibility for many of the behaviors which are maintenance functions for the group, those which ensure a smoothly-running team. Group members give support to one another, protect and criticize one another, evaluate team members' behaviors, and plan for activities outside of the group process to facilitate positive interpersonal relations.

In an atmosphere of "rotating leadership," the role of the group leader must necessarily be defined differently. The function of gatekeeping is enhanced here, and the group leader must be very perceptive about the nature of the group process, focusing primarily on ensuring that team members accept their individual responsibilities for leadership. A good leader/facilitator is skilled at modifying group members' behaviors to ensure all members have access to the decision-making process, that no members dominate all the time and that none are ignored consistently.

Attention to process, therefore, is much more important than attention to content, since the responsibility for structuring the content is that of all team members. The major responsibility of the group facilitator is to structure a process that allows for maximum contribution to the content which is generated.

The gift of leadership, of being influential and persuasive, is a precious one. It is a privilege which, if abused, can do irreparable harm or one which, if used properly, can empower people in the group and ensure that the ideas of the many are incorporated in decisions which affect a large number of people. Leadership may be formal or informal;

the chosen leader is no more powerful than the influential peer who guides the behaviors and ideas of their constituency.

Leadership in the hands of an autocrat, no matter how benevolent, can be efficient but oppressive. Leadership in the hands of a caring group facilitator can be a growing experience for all of the participants on the team. The most powerful leaders are those who learn how to give up power and to allow others to assume it as needed. The sensitive and effective leader is one who knows how to be a responsible and participating follower in the group context. The strongest teams are those that can make effective decisions and solve problems in the absence of formal leadership. The groundwork which the leader/facilitator lays in the initial stages of the group can foster the development of an autonomous functioning team in which everyone is a leader.

Aspects of Team-Building

In the development of an effective team, we can focus on a number of elements directly related to the tasks of the groups, others tending to be intangible. For the purposes of this monograph, we shall focus on three major aspects of the team-building process: (1) the atmosphere and the climate, (2) the trust and support levels and (3) the task focus of the group. All of these are parallel mechanisms which contribute to a sense of "team". They do not occur in a vacuum, and they develop simultaneously, influencing each other. Quite often a group facilitator will focus primarily on the third category - task focus - because there is more clarity about the progress toward the achievement of the team's identified goals. With this kind of goal orientation, however, some of the more intangible aspects of the team's development are ignored and, in many ways, the systematic accomplishment of goals is impeded and the outcomes do not necessarily reflect the group's wishes.

The first element, atmosphere and group climate, is perhaps the most superficial. The use of activities designed to enhance the climate of the group may be regarded initially by group members as irrelevant, a waste of time, even silly, so that there is some resistance to participating in them. Nevertheless, these activities may be the most essential in the team-building process for they set the stage for what is to follow.

Most often, when a new group begins, even when group members knew one another previously, they experience some fear and anxiety. Group members bring to the task their own perception of the group's purpose, their own pleasant or unpleasant past experiences with groups, and their own skepticism or excitement about what can be achieved. As they proceed, most teams or groups pass through a phase of relative formality and politeness, with great care taken to "put one's best foot forward" and minimize conflict.

Perhaps the most critical stage is the one that follows, however. If a team is to be truly effective making joint decisions, conflict and the anxiety that surround conflict are inevitable. As the team grows in its ability to accept the differences within, individual members can finally become comfortable being themselves and allow others their individuality too.

The second dimension is that of trust and the ability to see the group as a source of support and as a group of unique individuals who learn more and more about each other with each session. While in the beginning, group members tend to be guarded in their communication and accept a stance of self-protection, it is hoped that at the end of that process, they have greater self-awareness, more awareness of others, and greater openness and willingness to share with others. The more individuals get to know about one another, the motivations for their behavior, and the way in which they have an impact upon one another in the group, the more they will be able to achieve a sense of "we-ness." As group members develop in their caring about one another, they are more committed to

resolving the differences which separate them. The group, therefore, necessarily progresses from a stance of individual self-determination to the acceptance of divergent views and then to the ultimate acceptance of the concept of interdependence and trust. A parallel process in this progression is the manner in which group members communicate with one another from closed or guarded communication on the one extreme to an open system of communication on the other.

The final dimension, task focus and team functioning, have a similar development, primarily related to goal-setting within the group. Individuals come to the group process with different ideas of the goals of the group process and, therefore, different agendas. Despite the apparent agreement upon goals, individuals interpret those goals in the context of their own needs and experiences. The initial stage of development is often characterized by hidden individual goal-setting in an atmosphere of polite acceptance of the expressed goals of the group. Often, the fact that individual members have different agendas is not clear until conflicts arise in the process of problem-solving and decision-making. It is only through the resolution of specific problems within the group process that one can finally achieve the stage that is characterized by mutual goal-setting and engage in problem analysis that considers the different perspectives group members bring to the process.

Goal-setting and task focus are not only crucial in directing the overall activities of the group, but each session has its own specific purposes which often require clarification of goals for the team to be as productive as possible. The group's ability to function as a team, therefore, may vary from one session to another, even when the group has reached the stage of having accepted similar overall goals in defining the direction of the organization.

What is significant in the assessment of each of these three elements as the group progresses, is that the role of the facilitator may change radically throughout the process. For groups at the early stages of any of these dimensions, the facilitator's role will be much more controlling and a higher degree of structuring activities will be required. As the group develops in its ability to function as a team and to function autonomously, the role of the facilitator will become less crucial as a leader and maybe even superfluous.

As groups become more capable of reaching consensus in an atmosphere of trust and maximum contribution of ideas from group members, the group facilitator becomes another member of the group, with a supporting, rather than directing role. Each group generally develops its own mechanism for maximum productivity once it has reached the level of an effective team, although there is a tendency to maintain many of the mechanisms which were introduced by the group facilitator as organizing strategies. The sign of a healthy group is its ability to dispense with those strategies which are non-functional or which were not consistent with the group's style and to retain those which give them a sense of continuity and maximum productivity.

In summary, therefore, the activities that follow are designed specifically to address these three aspects of team building. We should recognize that there are many other parallel processes which go on in the

growth of groups. Some of the materials included in the appendices provide facilitators with more in-depth analysis of these components. The three selected, however, are those which are most crucial to the initial development of the team. It is important that facilitators select those which are most consistent with the personality of the group with which they are working while attending to each of these three components as they develop in a parallel manner within the group process.

As will be explained more in detail at the introduction of each session, ice breaker/get acquainted activities will focus more on establishing a warm and accepting atmosphere and climate for the group; values clarification activities are designed to increase the amount of trust and support within the group as its members become more knowledgeable about one another at a deeper level; team building and task focus activities are designed to give members some strategies for improving their abilities to solve problems, to diagnose team effectiveness, and to identify factors which impede performance.

Overview of Format

Introduction To Activities

This section will deal with activities which are experiential in nature and will allow the facilitator to adapt to fit the needs of the group being trained. Each team necessarily maintains its own individuality, and the manner in which activities are carried out is highly dependent upon the unique interactions among team members while the success of these activities will be determined by the perceptiveness of the group facilitator. Discussion questions which are included are optional, and it is expected that activities will be altered to fit the needs of the group as identified by the facilitator.

Three types of activities will be included, although it is assumed that they may be overlapping to some degree.

1. Facilitator Training--three hour sequence

   The facilitator, as a trainer of trainers, should be a person who is somewhat skilled in managing the group process. There are certain techniques involved in facilitating groups and it is assumed that those selected as facilitators are at least aware of these. For those with less training, appropriate resources are noted in the bibliography. The purpose of the three hour sequence included here is to provide these individuals with an overview that will serve as a format for the training of team leaders at the building level.

   This three hour sequence should be, as much as possible, a model for the type of session that they will use in training their participants, as well as a cursory overview of the activities included in the training manual. In the training sequence facilitators should be provided with a sampling of the activities included and techniques for using and altering them as needed.

2. Quality Circle Training Materials - three hour sequence

   Group facilitators will be provided with a packet of sample activities that can be used in the development of team feeling with quality circle members at their sites. These activities will provide the goals and objectives, method, resources, discussion questions, and methods of evaluation for each activity used. Selecting appropriate activities from those indicated here will be the responsibility of the group facilitator, although the most appropriate ones will be demonstrated in the orientation session described above.

3. Maintenance Activities

Because the personal experience activity is viewed as crucial to setting the stage for the major tasks of the group, a series of additional activities are included for use by the facilitator in follow-up sessions. These activities should be used by Quality Circle group leaders throughout the training and work sessions of the team. They are designed as brief, introductory, or closure activities that may be used systematically or sporadically throughout the group's life as needed. They are designed to maintain the sense of team feeling, to evaluate the extent to which group members are working as a team, or to provide new or different insights about team members to one another that may enhance relationships.

The activities that have been selected can be used in classroom settings either directly or with appropriate modifications. The more practice which team members get in team building, the more effective and introspective they will become on their own teams and hence the more skilled they will become in solving problems and making decisions for the organization.

As indicated earlier, the activities that follow are separated into three major categories: those designed to improve the group climate, those designed to enhance trust, and those designed to improve task function and teamwork. They are, however, interchangeable, depending upon the needs of the group at any given time.

Group Climate: Setting the Stage

The exercises that follow are primarily designed as ice-breakers for new and continuing groups. Although they may be generally characterized as get-acquainted experiences, those designed for new groups tend to be more superficial in nature while those noted for later group sessions allow participants to share more substantive aspects of themselves.

In addition to assisting group members in becoming better acquainted, ice-breakers are designed to loosen up group members by preparing them in an interesting way for the experience of working as a team. The extent to which group participants feel comfortable with one another will determine the extent to which they can work together productively for the remainder of the session. Finally, ice-breakers often allow the group facilitator to set the stage for the activity to come or to gauge where group members are and their willingness to contribute to the group process. Often the introductory activity is an excellent barometer for gauging where individuals are personally as well as the degree of unity in the group at any given time.

In summary, therefore, the activities that follow may have a variety of purposes, including but not limited to:

1. Setting the Stage: a tool by which the facilitator may structure the tasks which follow.

2. A "Freeing-up" Exercise: enjoyable activities to loosen up the group.

3. A Get-Acquainted Mechanism: sharing various aspects of oneself with others.

4. A Group Barometer: measuring group functioning/unity.

These activities may consume no more than a fraction of the time allotted for the group session but are invaluable in structuring it in a manner that will ensure best results. After the first exposure to these activities, it is helpful to suggest that group members may want to use variations of these activities with their own classes or with other groups. In addition, rotating the responsibility for preparing similar exercises among the individuals in the group is an excellent opportunity to give participants practice in leadership, improving their skills as facilitators.

It is very important that the group facilitator adapt the activities to the personality of the group, particularly with ice-breakers. Many group members will initially view these activities as silly or insignificant, although this has not been the author's experience with the activities included. It is permissible, however, to alter some of the activities so that they are consistent with the level of seriousness and formality of the group, particulary at the beginning. Because formality and self-consciousness are characteristic of a group in its earlier stages, it is

not unusual for members to have some nervousness about engaging in what appear to be "silly" activities. Nevertheless, it is perhaps the most powerful method to reduce fear and anxiety and lessen the formality that could block the group process later.

It is important that the group facilitators come prepared with at least two activities in order that there might be some latitude in choosing the one most appropriate for the group at that time. Another important technique that helps group members to assume more leadership in this portion of the group meeting is to solicit activities with which group members are familiar for their use in subsequent sessions.

As the group progresses and the tasks members tackle change from time to time, the ice-breaker can be the anchor which holds the team together and provides some continuity from one session to another. Most groups find that they come back to activities which were enjoyable, and they are amazed at the differences in the responses of group members on these familiar tasks as the character of the group changes and individuals experience growth as they proceed through the group process.

Getting Acquainted

List of Activities

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2.	No Game	22
3.	Balloon Sharing	24
4.	All in the Family/Birth Signs	26
5.	Interviews in Pairs/Introductions	28

Team Building Activities
Activity 1

Category: An Ice Breaker/Get Acquainted
Duration: About 20-30 minutes

Title: Human Scavenger Hunt

Purpose:
1) To help group members become better acquainted either as an introductory exercise or with ongoing groups to learn different things about one another they may not have known before.

2) To evaluate the manner in which participants interpret the task and assess the methods that they use to become acquainted with persons in the group.

Materials: Pencils; human scavenger hunt worksheets.

Method:
1) Each group participant is given a scavenger hunt worksheet and asked to follow its instructions. They are given a designated period of time to secure signatures from other persons in the group who have the characteristics outlined.

2) A time limit is placed on the activity and group members are instructed that they will be asked to share what they learned about group members and the number of different signatures secured during that period.

3) At the end of the session, a tally should be taken and the discussion questions presented.

Discussion Questions:
1) How many persons interpreted the task as a competitive one and, as a major goal, chose to secure as many signatures as possible within the time limit?

2) How many persons interpreted the task as an opportunity to get acquainted with a few individuals well as opposed to a large number of individuals superficially?

3) How accurate were you in predicting how persons would answer the questions?

4) What similarities or differences did you note between you and other persons in the group? What new and interesting things did you learn about individuals that you did not know beforehand?

Variations:

1) Develop your own list of questions that relate to the tasks which follow or to characteristics of members which affect their working on the team.

2) Have group members select characteristics on the sheet which describe themselves and attempt to locate people who are similar.

3) If time permits, allow group members to select one person whose response on the autograph was of particular interest to them. Pair them and allow them to discuss that characteristic in depth.

Evaluation:

1) Solicit verbal feedback on members on the value of the exercise.

2) Assign members to experiment with an altered activity, using different items in the classroom.

Attachments: Human scavenger hunt sheet.

HUMAN SCAVENGER HUNT

Worksheet

Find someone who:

1. played sports on a school team _____
2. loves to dance _____
3. likes to be alone _____
4. is competitive _____
5. has a birthday in the same month as yours _____
6. is shy _____
7. is very proud of a child's accomplishments _____
8. likes to work with his or her hands _____
9. is nervous in large groups _____
10. likes to be a leader _____
11. was a behavior problem in school _____
12. feels he or she is organized _____
13. is friendly _____
14. got high grades in school _____
15. is a workaholic _____
16. _____
17. _____
18. _____
19. _____
20. _____

Team Building Activities
Activity 2

Category: Ice Breaker/Communication Skills **Duration:** Unlimited

Setting: Any Group Situation

Title: The No Game

Purpose:

1) To provide an opportunity for group members to get to know one another by facilitating conversations.

2) To demonstrate the difficulty in communication where there is a secret agenda by illustrating a barrier to effective team building.

3) To illustrate the various motives that group members assume and the behaviors that demonstrate those motives.

Materials: Pieces of colored yarn of sufficient length to be displayed easily.

Method:

1) Each person is provided with the same number of pieces of colored yarn at the beginning of the sessions. They are instructed that whenever another individual can get them to say "no" in any form (head shaking, uh-uh, no, etc.) other than paraphrasing, they must give one of their strings to that person.

2) Group members engage in discussions on a prearranged topic, in informal discussions over a meal, or merely go on with the planned meeting. As a get acquainted activity, they may be instructed that a goal of the exercise is to become better acquainted with one another and they should use that period of time for that purpose.

3) At the end of the designated period of time, each person reports on the number of strings acquired, the things they learned about themselves as a result of the exercise and things they learned about one another.

Discussion Questions/ Observations:

1) For which group members did this provide an incentive to talk that would otherwise not have been there?

2) Did the game "force" members to listen more carefully?

3) Which group members tended to focus on the competition to acquire strings more than on the task at hand?

4) Were group members more inhibited by the string exercise and, therefore, unable to communicate as effectively because of it?

5) What strategies did participants use to accomplish the goal of acquiring more strings or at least holding on to the ones that they had?

6) Did some persons choose to participate or not to participate? Why or why not?

7) What difficulties were evident in communication when there was a secret agenda? How did this exercise interfere with moving the group toward accomplishing its goals?

Evaluation: 1) Solicit from group members comparable situations that were barriers to building trust among group members.

2) Summarize observations of the group facilitator and the apparent results.

3) Solicit participants' evaluation of the value of this task for the group and for them personally.

Attachments: None

Team Building Activities
Activity 3

Category: Get Acquainted/Ice Breaker Duration: About 20-30 mins

Title: Balloon Sharing

Purpose:

1) To provide an opportunity for group members to get to know one another better.

2) To set the stage for the group activities that follow.

3) To give participants an opportunity to engage in an enjoyable exercise that can be used with students.

Materials:

1) Small inflated balloons with questions inside.

2) Variety of questions written on small strips of paper.

Method:

1) Each participant selects a balloon and tries to break it by sitting on top of their balloon. The order in which balloons are broken is recorded.

2) Each person in turn reads the question inside and responds as honestly as possible in the group. Any individual may elect to answer the question or any preceding question. Group members take turns in reverse order, with number one being the final questioner.

3) The facilitator debriefs, highlighting the important issues which were raised.

Discussion Questions:

1) How comfortable or uncomfortable were you participating in the balloon bursting portion of this activity in the group?

2) What kind of stage was set using this type of activity for responding to rather serious questions?

3) Did you choose more serious or more superficial questions for sharing? Why or why not?

4) What new thing did you learn about individuals in the group or about yourself?

Variations:

1) Eliminate use of balloons and place questions on cards.

2) Develop your own questions around specific topics which are related to the subsequent tasks of the group.

3) Allow participants to ask questions of other group members of their choice rather than responding to questions.

Evaluation:

1) Survey group members on the value that this activity had for them, if any.

2) Solicit variation from group members on alternative ways to conduct the activity and/or enlist their aid in developing a list of questions for facilitating a subsequent group session.

3) Solicit suggestions on how this activity might be used with students.

Attachments: Tentative list of questions.

Team Building Activities
Activity 4

Category: Getting Acquainted Duration: 30 minutes

Title: All in the Family/Birth Signs

Purpose:

1) To give group members an opportunity to focus on similarities that relate to birth order in their families.

2) To provide opportunities for group members to get acquainted with one another in a creative way.

3) To help group members explore ways in which their personal characteristics may be evident in their functioning within the group.

Materials: Description of characteristics of persons who are first-born, middle children, youngest child, or only children.

Method:

1) The facilitator should determine which of the four birth order groupings each participant falls into in order to ensure groups which are meaningful. Group members must be paired; when only one individual is in a group, he or she may be included with another more relevant group or given the task of observer.

2) Group members will be provided with a list of adjectives that describe individuals and asked to discuss the extent to which these describe them in any way. Their task is to try to find similarities between them and their partner(s) or ways in which they may be described by the adjectives in their category.

3) Groups are given approximately 10 minutes for discussion of this question and then asked to report their findings to the group.

4) The facilitator debriefs, using the discussion questions that follow.

Discussion Questions:

1) In what ways did your own personality conform with the description? What major similarities did you note between group members that may relate to birth order?

2) What differences did you note between you and the descriptions, between you and your partner(s)?

3) Can you give examples from your behavior in this group of the characteristics outlined? In growing up, how comfortable were you with your place in the family? Did you envy siblings merely because of birth order?

Evaluation:

1) Have group members share what, if anything, new they learned about themselves or about their partners as a result of this exercise.

2) Have group members explore ways in which they may or may not want to alter their group behavior to make them a more productive team.

Variations:

Birth Signs: It's All in the Signs

Substitute astrological signs for birth order and provide brief descriptions of each sign for members to use. If there are not enough persons for specific signs, they may be grouped according to the seasons in which their birthdays occur, or the kind of sign under which they were born (earth, air, water, fire).

Team Building Activities
Activity 5

Category: Get Acquainted/Ice Breakers **Duration:** 20-30 minutes

Title: Interview in Pairs/Introductions

Purpose:

1) To give members the opportunity to get better acquainted with one individual in the group and to share some new information about that person with the group.

2) To facilitate more sharing in a number of ways as a prerequisite to establishing high levels of group trust.

Materials: Get acquainted activity questions (attached)

Method:

1) Group members are placed in pairs, using a variety of techniques, either random, selecting a name, asking them to select a person that they know least in the group to become better acquainted, or through pre-determined pairings by the facilitator.

2) Group members are told that they should interview one another for a total of ten minutes and be prepared to introduce their partner to the group in a novel way at the end of that period.

3) Each person has an opportunity to present a one minute description, noting something that they learned new about this member as elicited from the questions on the get acquainted activity sheet.

Discussion Questions:

1) How was the process of getting to know an individual helped by using questions that are not normally asked of individuals in normal conversations?

2) Did you feel as though you and your partner really shared at a deeper level than generally might be the case?

3) How comfortable or uncomfortable did you feel about having information shared with the total group which had been shared with an individual previously? Did you check out your partner's feeling about which information could be shared and which could not?

Variations:

1) The facilitator may select only one category from which questions might be selected and follow the introductions with some general discussion about this dimension and the information about individuals that emerged.

2) Group members may share in different ways and comment on the feeling about sharing under specific conditions. One option would be to have persons sit back-to-back facing in opposite directions for the sharing for half of the session and face to face for the other half.

3) Pairs may team up in fours and only share in that quartet as opposed to sharing in the total group.

Evaluation:

1) Group members may be asked if they got to know one another better as a result of this exercise and if they wanted to follow up on some areas which were raised in the discussion.

2) Opinions of participants might be asked about engaging in this activity with variations on a regular basis in the group process. Group members might take turns facilitating this activity and providing the questions which will be used.

Get-Acquainted Activity

Questions

Listed below are a number of questions that can be used in a variety of get-acquainted activities noted in this Section (Balloon Sharing, Pairs, etc.) They may be used in total group activities, in pairings, or in self-awareness activities. The facilitator may provide a list of several questions from which group members may select or preselect the question(s). Questions are grouped according to some rather general categories for the group leaders' convenience.

Category A. General values/beliefs

1. Do you believe in life after death?
2. What do you consider your main interest in life?
3. Do you believe that males and females should be equal in all respects?
4. What do you consider your main interest in life?
5. What is your most prized possession?
6. When are you most satisfied with yourself or your accomplishments?
7. What do you like most about yourself? What do you dislike?
8. What do you do when you are down, when things are not going well for you?

Category B: Relationships

1. What makes your best friend your best friend?
2. Would you tell your best friend that he or she had bad breath?
3. Do you believe that friends, spouses, etc., should always be completely honest with one another?
4. How important is it that others include you in their activities?
5. Are you most comfortable in large or small groups, or in one-to-one relationships?
6. Do you feel comfortable sharing your innermost feelings with another individual?

Category C. Group relationships/team building

1. How should group members in a team handle an individual who tends to monopolize the discussion in group meetings?

2. Should group leaders or participants feel a responsibility to encourage reticent members to participate?

3. If you could change one thing about your own performance in the group, what would it be?

4. How comfortable do you feel about the purposes that the organizer had for this group?

5. What is the main function that you feel you serve in this group? Would its productivity be diminished substantially if you were not a member?

6. If you were the group leader, how would you run things differently?

Establishing Trust: Values Clarification Activities

As indicated earlier, the degree of trust within the group is probably the most obvious characteristic that determines whether the group will be effective in problem-solving. The result of an extensive research project by Dale E. Zand[1] offered strong evidence that trust alone can significantly alter managerial problem-solving effectiveness. He writes,

> "It appears that when a group works on a problem, there are two concerns: one is the problem itself, the second is how the members relate to each other to work on the problem. Apparently, in low trust groups, inter-personal relationships interfere with and distort perceptions of the problem. Energy and creativity are diverted from finding comprehensive, realistic solutions, and members use the problem as an instrument to minimize their vulnerability. In contrast, in high-trust groups, there is less socially generated uncertainty and problems are solved more effectively."

Zand's study confirms a number of previous research efforts which clearly demonstrate that a focus on creating a high level of trust ensures that group members will convey more appropriate information, allow themselves to be influenced and to influence group members, encourage self-control, and minimize the abuse of others within the group. The activities that are included in this section are primarily related to values clarification in the group process. The development of trust proceeds through a number of stages which, like the growth of the group, are predictable. The first level is increasing one's self-awareness and acceptance of one's own values as motivating behaviors in the group. The second stage involves becoming more aware of the characteristics of others with the focus on the similarities and differences between one's own values and those of others, both generally and within the group. Thirdly, there is the focus on providing activities for the sharing of values and appropriate activities for learning to integrate one's own views with those of others in an atmosphere of collaboration and compromise. In the final stages, there is an emphasis on acceptance of difference and creatively working toward cooperation in arriving at decisions. The focus on values clarification, therefore, is based on the premise that as we become more and more knowledgeable about individuals and about ourselves, it becomes easier rather than harder to understand and accept the differences that make the team a rich resource in the problem-solving effort.

There is a wealth of information and activities in the area of values clarification both for adults and youth in the classroom. Many resources for additional activities in this area are included in the bibliography

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1. Zand, Dale E. Managerial Effectiveness, p.129

and the appendix. As the group becomes more involved in these specific problems first-hand within the organization, it will probably be necessary for facilitators and group members to design activities that use content directly related to their specific needs. These are, therefore, meant only to be examples and to provide a format for the development of those activities that are uniquely applicable to the situation of each specific group.

Values Clarification Activities

Number of Activity	Title	Page
6.	Board of Directors	35
7.	Values Clarification/ Value Survey	38
8.	Incompete Sentences: Anger Checklist	50
9.	Dilemmas	66

Team Building Activities
Activity 6

Category: Values Clarification Duration: 1/2 hour

Title: Board of Directors

Materials: Board of Directors sheets, pencils, display board or butcher paper.

Setting: Individual writing areas available

Purpose:

1) To give members an opportunity to share some aspects of themselves with members of the group.

2) To focus members on the extent to which they can use new relationships effectively in their lives and use the team as an opportunity for connecting with others.

3) To give members an opportunity to reflect upon those persons who are most influential in their lives.

Method:

1) The facilitator distributes the Board of Directors worksheet and gives participants the following instructions:

   You are to list the initials of five persons who you feel contributed most to you as a person and place them in chairs around the Board of Director's table. You should then list two qualities or characteristics for each of these persons which you feel made them important to you.

2) Be prepared to answer the following questions about your Board:

   a) How many are relatives?
   b) How many are present or former teachers?
   c) How many are present or former schoolmates?
   d) How many are younger/older?
   e) How many are male/female?
   f) How many did you meet for the first time in the last twelve months?

3) The facilitator then has group members separate into pairs and each person discusses the following:

   a) the cluster of characteristics (the three most frequently mentioned)
   b) the responses to each of the six areas
   c) peculiar interesting things that surface in the process.

4) The facilitator then asks the group to reconvene and discuss the observations.

Discussion Questions:

1) Were you surprised by your Board of Directors? How did this exercise help you to focus on those persons who you feel are, or have been, important in your life?

2) If the persons close to you were to do this exercise, on how many Boards would you sit?

3) How many times have you told the individuals on your Board how you feel about them?

4) Would all of the people named know that they would be on your Board?

5) What kinds of characteristics seem to be important to you in the selection of Board members?

6) Did you automatically eliminate persons whom you have known very recently or persons in the team? What opportunities are available to increase your Board of Directors with new relationships?

Variations:

1) The group facilitator may limit the activity to persons within the team or the work situation whom they place on their Board of Directors.

2) It is possible to eliminate the large group session and focus primarily on pairs.

Evaluation:

1) Solicit comments from the group on the value of this exercise.

2) Provide extra Board of Directors sheets for group members to complete with their families and/or friends.

3) Give an assignment to group members to tell at least one member of their Board of Directors how they feel about them.

MY BOARD OF DIRECTORS

QUESTIONS: **COMMENTS:**

1) Relatives_____

2) Teachers_____

3) Colleagues_____

4) Younger_____Older_____

5) Male_____Female_____

6) Last 12 months_____

7) _____

8) _____

Personal Activity
Activity 7

Category: Values Clarification **Duration:** Unlimited

Title: Values Clarification/Value Survey

Goals:

1) To give members the opportunity to get acquainted with one another on a deeper level.

2) To provide group members with a basis for viewing their own similarities and differences on a variety of dimensions.

Materials: The Values Clarification Worksheet for parents and teachers, or value survey form; pencils.

Method:

1) Group members are asked to complete each of the sheets alone, being as honest as possible in their responses and rankings.

2) Group members are placed in pairs, using a variety of techniques. They are instructed to share whatever information they would like with their partner and to determine what, if anything, in their conversation should not be shared with the total group.

3) An opportunity should be provided to allow group members to share with the total group new information that they learned about the individual.

4) The facilitator debriefs the activity, highlighting the salient points that arose in the large group instruction.

Discussion Questions:

1) How was the process of getting to know an individual helped by using questions that are not normally asked of individuals in conversations?

2) Did you feel as though you and your partner really shared a deeper level while in pairs as opposed to sharing in the large group?

3) How comfortable or uncomfortable did you feel having this information shared with the total group?

Variations:

1) The facilitator may elect to use the more lengthy values survey form which is appended. Group members first do their individual rankings alone, then are placed in groups of four or in pairs to come up with a compromise. The large group sharing should focus on whether or not group members change their ranking when confronted with others' values, and how easy or difficult it was to arrive at a consensus around such personal issues.

2) The entire group sharing and ranking may take place in the larger group as opposed to pairs when the level of group trust is deemed to be appropriate to this method.

Values Clarification Activity

Parents/Teachers

Select one of your roles either as a parent or an educator if you are both and answer at least three of the questions below. Be prepared to share your responses with your partner or group if you choose to do so.

1. Choose two times in your life when you felt most "high," proud about being a parent (teacher):

2. If you could have three wishes granted that relate to your child(ren)/students, what would yours be?

3. If you were told you could make your child(ren)/(your favorite student) different in any way, what would you do?

4. If you were to die in 10 years, what three things would you want your students/child(ren) to remember about you, your life?

5. What are the three things you most fear for your students/child(ren)?

6. If you had $10,000 which had to be spent exclusively on one of your children/students within a one week period, whom would you choose and what would you buy?

VALUES CLARIFICATION

Values Survey

PURPOSE

To help you identify the priorities in your own value system.

PROCEDURE

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important for YOU; place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

	INDIVIDUAL	GROUP RANKING	ACTUAL
_____A Comfortable Life (a prosperous life)			
_____Equality (brotherhood, equal opportunity for all)			
_____An Exciting Life (stimulating, active life)			
_____Family Security (taking care of loved ones)			
_____Freedom (independence, free choice)			
_____Happiness (contentedness)			
_____Inner Harmony (freedom from inner conflict)			
_____Mature Love (sexual & spiritual intimacy)			
_____National Security (protection from attack)			

VALUES CLARIFICATION

Value Survey Page 2

	INDIVIDUAL	GROUP RANKING	ACTUAL
_____Pleasure (an enjoyable, leisurely life)			
_____Salvation (deliverance from sin, eternal life)			
_____Self-Respect (self-esteem)			
_____A Sense of Accomplishment (making a lasting contribution)			
_____Social Recognition (respect, admiration)			
_____True Friendship (close companionship)			
_____Wisdom (a mature understanding of life)			
_____A World at Peace (freedom from war & conflict)			
_____A World of Beauty (beauty of nature & the arts)			

Comments:

VALUES CLARIFICATION

Personal Characteristics

	INDIVIDUAL	GROUP RANKING	ACTUAL
_____Ambitious (hard working, aspiring)			
_____Broadminded (open-minded)			
_____Capable (competent, effective)			
_____Clean (neat, tidy)			
_____Courageous (standing up for your beliefs)			
_____Forgiving (willing to pardon others)			
_____Helpful (working for the welfare of others)			
_____Honest (sincere, truthful)			
_____Imaginative (daring, creative)			
_____Independent (self-reliant, self-sufficient)			
_____Intellectual (intelligent, reflective)			
_____Logical (consistent, rational)			
_____Loving (affectionate, tender)			
_____Obedient (dutiful, respectful)			
_____Polite (courteous, well-mannered)			
_____Self-Controlled (restrained, self-disciplined)			

Comments:

Personal Activity
Activity 8

Category: Values Clarification **Duration:** 15-20 Minutes

Title: Handling Anger: Incomplete Sentences

Materials: Anger: Incomplete Sentences, Pencil

Goals:

1) To provide members an opportunity to explore their own feelings about anger and the manner in which they express it.

2) To give group members an opportunity to share one aspect of their personality which might be relevant to the group process.

Method:

1) The Anger: Incomplete Sentences Form is distributed to participants and they are instructed to complete it with the first words or phrases which come to their mind.

2) Group members are then placed in pairs or in the large group for sharing information about themselves relative to anger.

3) The facilitator discusses the salient points which were raised and debriefs, discussing some of the ways in which the manner that group members deal with anger can affect the group process.

Discussion Questions:

1) What similarities or differences did you note between yourself and your partner or the group in the method used for handling anger?

2) How can different forms of handling anger affect the group process? Can anger be helpful as well as destructive? Give examples.

3) Are there any ways that anger can be directed into some constructive activity within the group?

Variations:

1) The facilitator may want to introduce some role-playing situations which relate to this topic.

2) Incomplete sentences may be read out loud and group members asked to respond verbally with the first thing that comes to their minds. Similarities and differences may then be highlighted for group discussion.

CHECK YOURSELF OUT

Directions: Please write down the first thing that comes to your mind when you read the following words or phrases. Be honest with yourself in order to gain the most from this exercise. Share your responses with a partner.

1. When people get mad, they should _____

_____

2. Feeling angry is _____

_____

3. People who get angry are _____

_____

4. When I get angry in a group situation, I _____

_____

5. I get angry when _____

_____

6. People make me angry when _____

_____

7. When my father got angry, he _____

_____

8. When my mother got angry, she _____

_____

9. Holding anger inside is _____

_____

10. The best way to describe myself is _____

_____

Dilemmas
Activity 9

A group member arrived late, very pleased with a new outfit. You think it looks awful. The person, a friend, says, "I blew my whole paycheck on this outfit. How do you like it?"

The meeting is almost over and you realize that a usually talkative member has been abnormally silent and preoccupied. All of a sudden, in response to a suggestion you make, he lashes out, saying, "That was a stupid idea! Do you expect us to agree to that?"

The group leader is absent at today's session and one member has dominated most of the discussion. She has dismissed a number of good suggestions in your opinion, but other members seem intimidated and say nothing when she announces, "Well, I will report that the group agreed to the plan I outlined."

There is one group member you dislike because she gossips and tends to undermine group discussions after meetings have terminated. The group has just decided to take a course of action that requires confidentiality, and you are very uncomfortable when she says, "I'm not sure I agree with the decision, but we must all promise not to share this discussion with anyone outside the group."

Task Focus: Goal-Setting in the Team-Building Process

"IF YOU DON'T KNOW WHERE YOU'RE GOING, YOU'LL PROBABLY END UP SOMEWHERE ELSE."

From Alice in Wonderland

The third element in developing a sense of team feeling in groups may be defined rather broadly as "task focus." Once the climate has been set, and group members are systematically getting to know one another at a deeper level, we must concentrate on the reasons for the group's existence. Perhaps the most crucial function in groups is the process of determining goals and objectives, of clarifying the group's purpose. Oddly enough, it is often the part of the process that is most neglected. The objectives are determined from without and group members come and go, all of them with their own agendas, their own personal goals. Some of these goals may relate to the original purposes of the groups specifically or to the organization in general, but many may not.

It is absolutely imperative that in its initial stages, team members focus a great deal of their effort on the process of defining direction and integrating those group goals with their individual ones, so that all members not only direct their efforts toward the common ends of the group, but also are able to satisfy their own personal needs through that process. The most effective groups are those in which group members agree on a set of primary group goals and the goals of individual members in the group are similar to the agreed upon ones.

In addition to providing direction to the group at the outset, clear goal-setting can also become the yardstick by which activities and outcomes which are planned throughout the group's life can be measured. The acceptability of an idea or activity can be evaluated based upon the extent to which it contributes to a specific group purpose. In this manner, the group can always be kept on track and the possibility of a group's being dominated by the selfish interests of a few is virtually eliminated.

In addition to goal-setting, how group members work together to accomplish tasks has a profound effect on the results. It is essential that opportunities be provided to develop the team--as a team--so that they can truly work together in attending to the tasks at hand. Group members should have a regular opportunity to evaluate their own performance in the group and to assess the way they focus on tasks given in the group context. Also, it is important for them to be able to respond to team members with regard to the manner in which they behave that affects other participants specifically, and the team functioning in general.

The activities which follow are designed to assist team members in looking at themselves and looking at the group and improving their ability to focus on the task at hand. General topics have been

deliberately used to fish-bowl one another and the group in general to analyze the manner in which they tackle problems. In this section and in the one that follows are inventories that can serve as interim checklists to evaluate the group's ability to stay on task, to solve problems effectively, and to interact with one another as a team in the most productive manner.

Team Building

Task Focus/Goal Setting Activities

Number of Activity	Title	Page
10.	Incomplete Sentences: Interpersonal Feedback	50
11.	Fishbowling	53
12.	Leadership	56
13.	My Public Image	59
14.	Role Playing/Simulations	62
15.	Group Members Rights/ Responsibilities	68

Team Building Activities
Activity 10

Category: Team Functioning **Duration:** 15-20 minutes

Title: Incomplete Sentences: Interpersonal Feedback

Purpose:

1) To provide members with an opportunity to give each other or the group feedback on their effects on an individual group member.

2) To give the facilitator an opportunity to assess growth in trust among group members.

Materials: Incomplete sentences sheet, pencils.

Method:

1) The facilitator decides beforehand if the group has sufficient trust to provide both negative and positive feedback and if they have reached the point where they can share it in a large group or if pairs would be more appropriate. The attached incomplete sentences form may be used in its entirety or cut in half depending upon the facilitator's decision. Early on, it is probably most productive to focus only on positive or neutral feedback rather than on the negative.

2) All group members are provided with copies of the sheet and asked to write or to be prepared to discuss their observations in the large group. Another option would be to ask them to select a person with whom they would like to share and place group members in pairs for this purpose.

3) The group facilitator provides feedback on the manner in which statements were shared and the manner in which they were received by the other person. Discussion questions may be used as a background for this task as well.

Discussion Questions:

1) How difficult was it to frame positive or negative statements in a way that was not blaming of another?

2) How easy or difficult was it to receive positive/negative feedback from another group member?

3) How aware were you of the manner in which your communication or behavior was being received in the group?

4) What new things did you learn about yourself or group members as a result of this activity?

Evaluation:

1) At the conclusion of the exercise, have group members complete the most appropriate team diagnosis questionnaire or evaluation of their own performance in the group included in this packet.

2) Have group members chart their performance on this questionnaire at regular intervals during the sessions as an evaluation of the growth--or lack of it--in group trust.

3) Solicit suggestions from group members of incomplete sentences which might be valuable for use with students.

Incomplete Sentences

Group Feedback

Positive Statements

1. I liked it when you . . . . . .
2. We functioned better as a team today because you . . . . . .
3. It helped me in the group when you . . . . . .
4. It made me feel good when you . . . . . .
5. I feel close to members of the team when . . . . . .

Neutral Statements/"I" Statements

1. I did not feel like contributing much today because . . . . . .
2. The group session was not stimulating to me today because . . . . .
3. I wasn't as good a team member today because . . . . . .
4. It was interesting when . . . . . .
5. I was disappointed in my performance in the group because . . . . .

Negative Statements

1. It was hard for me to respond when you . . . . . .
2. I am uncomfortable in the group when you . . . . . .
3. I didn't like it when you . . . . . .
4. I felt bad in the group when . . . . . .
5. We didn't function as well as a team because you . . . . . .

Team Building Activities
Activity 11

Category: Team Functioning/Task Focus Duration: 30 Minutes

Title: Fishbowling

Materials: Butcher paper, felt markers, observer worksheets

Purpose:
1) To allow group members to observe systematically and give suggestions to others for the improvement of team functioning.

2) To give group members an opportunity to see some of their own behaviors in a simulation and suggest strategies for altering some behaviors.

Method:
1) Group members are placed in the center and asked to complete a task, simulate a meeting, or role play a situation while the remaining group members observe the group process. The facilitator gives those persons in the center the task and a specific amount of time for its completion.

2) Observers are asked to complete rating sheets and be prepared to discuss their observations at the end of the process.

3) The facilitator debriefs, summarizing the major points that emerged.

Discussion Questions: See observer worksheets

Variations:
1) At the end of the simulation, observers may be asked to switch places with group members, assuming the same roles, or behaving in ways which are more likely to resolve the group's problems.

2) Facilitator may select observers for actual group problem-solving activities to highlight some typical behaviors which impede the group process.

Evaluation:
1) Group members can indicate their ability to improve their own behaviors within the group and work to minimize the extent to which their performance impedes the group process.

2) Group members may be asked in subsequent meetings to label and identify specific behaviors that were noted in the simulation.

OBSERVER WORKSHEET

Instructions: Observe the group members as they work on the assigned task. Your role is to try to identify the roles which group members are taking in this exercise and the way in which these roles affect the group process. Be prepared to give a verbal response at the end of the session.

1. Role identification

2. Which roles help facilitate the group process?

3. How did the group handle non-productive members?

4. How would you assess leadership roles within the group, and how would you organize the talents noted more effectively?

5. What strategies might have been more helpful to handle? Whose behaviors impede the group process?

TEAM OBSERVATION FORM

Please note which persons engage in the specific behaviors noted as the group attempts to work on the assigned tasks. Try to write down examples of behaviors noted for later reference and be prepared to give a verbal report to the group.

1. Clarifying Information

2. Giving Positive Feedback

3. Encouraging Participation

4. Impeding the Group Process

5. Summarizing

6. Initiating Behaviors

7. Providing Leadership

8. Sabotaging Efforts

Team Building Activities
Activity 12

Category: Leadership Line **Duration:** 20 minutes

Type: Get Acquainted/Team Building

Purpose:

1) To provide an opportunity for members to get acquainted on another dimension, i.e., their leadership and working styles.

2) To provide a graphic display for group members of those persons who are similar to them on a number of dimensions.

3) To determine how assertive/non-assertive, cooperative/competitive members are in determining their positions on the leadership line.

Materials: List of questions

Methods:

1) The facilitator presents the task to the group, indicating that they should imagine that there is a line from one side of the room to another. This line represents a continuum from the most to the least of the characteristics which will be described. They are instructed to locate the spot which they feel most clearly represents where they belong on the continuum. If someone occupies the spot which they feel belongs to them, they should be as assertive as necessary to ensure that they have their rightful place within the group.

2) Although questions may be varied, using any characteristics which the facilitator feels are currently apparent in the group process, the following three areas will be the major focus for this exercise: leadership, need for affiliation, work style. Members are instructed to notice the persons with whom they are grouped on each of these dimensions and to be aware of the changes in their own positions with each question.

3) At the conclusion of the exercise, group members may be asked to remain in the final grouping in which they find themselves for a discussion of that particular characteristic and how they are similar or dissimilar to members within that group. They may also return to the large group and discuss what they noticed about themselves and the people with whom they found themselves in each of the categories.

Discussion Questions:

1) What new things did you notice about yourself as you moved from one position on the line to another with subsequent questions? Did you find your responses relatively consistent on each dimension?

2) How aggressively did you vie for the spot on the line which you felt was yours? If you did not insist upon the space to which you were entitled, how far off target did you allow yourself to be to avoid conflict?

3) Were there people in the group who tended to be in a place similar to yours on most dimensions? What new things did you learn about persons in the group as a result of this exercise?

4) What qualities about yourself would you like to change which were highlighted in this activity?

5) How do some of these activities and the placement of group members on each dimension affect their performance in the group or group productivity in general?

Variations:

1) Group facilitator may develop questions which are more relevant to the group purpose.

2) Depending upon the importance of the particular dimension, groups may be formed at any point using those persons who cluster in the same areas as the basis for discussion of their similarities and differences before moving on to the next dimension.

3) Facilitator may also ask group members to rate their "ideal self" by indicating where they feel they would like to be on the continuum for each of these items.

Evaluation:

1) Survey group members on the value which this activity had for them.

2) Solicit suggestions on how this activity might be used with students and the kinds of categories which might be developed.

3) Follow the activity with a team diagnosis questionnaire of your choice if the activity appears to be an appropriate opening for this type of evaluation.

QUESTIONS

IMAGINARY LINE

Category:

A) Leadership

1) How much do you feel you like to be in charge, to tell others what to do?

2) How much do you like to be led, to be told what to do by others?

B) Social

1) How much do you like to be with people in groups?

2) How much do you like the people to include you in their social plans?

C) Work Style

1) How organized are you as a person; how clear are you about goals/directions in general?

2) How competitive are you? How much do you use others' performance as a yardstick?

Team Building Activities
Activity 13

Category: Team Building **Duration:** 20 Minutes

Title: My Public Image

Materials: My Public Image Worksheet; paper and pencils

Purpose:

1) To provide participants with an opportunity to assess how they are viewed by group members.

2) To provide a vehicle for discussion of those characteristics which enhance or inhibit the group process.

3) To give participants an opportunity to learn more about themselves and one another.

Method:

1) The facilitator places the name of each group participant on public image worksheets and has participants select one at random.

2) Each person then rates the individuals according to the instructions on the worksheet.

3) Raters provide their own worksheets to the subject and discuss their perceptions of that individual with a particular emphasis on the three most salient characteristics noted.

4) In pairs, then switch so that each person has an opportunity to be both a subject and a rater.

5) Persons return to the large group and respond to questions put to them by the facilitator.

6) The facilitator summarizes the experience, noting the salient points which were raised.

Discussion Questions:

1) How different did you feel about your role as rater versus subject?

2) Were you surprised by your public image as expressed by the individual who rated you? Why or why not?

3) When receiving your description, were you defensive, accepting, nervous?

4) Would the activity have been more meaningful had the subject and rater been able to evaluate one another rather than switching to a completely different person?

5) What qualities about people in general could be used as facilitating in the team? Which ones might be regarded as impeding the goals of the team?

Variations: 1) Both rater and subject may be preselected to ensure that the same persons remain in the pair for the duration of the exercise.

2) A single individual may be rated by the entire group at a given meeting with all individuals providing ratings.

3) Individuals may do self-ratings and exchange these with the rater for comparison of one's perception of self as opposed to one's image.

Evaluation: 1) Get ideas from group members on the value of this exercise.

2) Have group members respond to the question: "Which characteristics about yourself would you most like to change?"

MY PUBLIC IMAGE

Name of Rater Name of Subject

Directions: Place a check in front of those characteristics which you think describe the person who is the subject indicated above. Place an X in front of those characteristics which you definitely do not feel describe that person. Place a question mark in front of those characteristics of which you are not sure. Finally, circle the characteristics which you feel are the three most obvious ones which describe that person.

1.	self-centered	16.	interesting
2.	dominant	17.	trustworthy
3.	self-confident	18.	passive
4.	a follower	19.	dependable
5.	cleaver	20.	hard-working
6.	talkative	21.	perceptive
7.	helpful	22.	happy
8.	organized	23.	aloof
9.	thoughtful	24.	competitive
10.	honest	25.	impulsive
11.	warm	26.	quiet
12.	intelligent	27.	selfish
13.	insensitive	28.	understanding
14.	content	29.	fascinating
15.	discerning	30.	petty

Personal Activity
Activity 14

Category: Team Building **Duration:** 20-30 Minutes

Title: Role-Playing/Simulations

Materials: Role-Playing Sheets; Observer Worksheets

Purpose:

1) To give group members an opportunity to simulate group activities and serve as participant observers of the process rather than the content of discussions.

2) To give group members an opportunity to observe themselves and other group members' actual or potential roles and to evaluate the ways in which those roles enhance or inhibit the group process.

Method:

1) Group facilitator assigns roles to each individual required and assigns another group of individuals to serve as observers. Observers should be given specific instructions on the worksheet to guide them in providing feedback to the group.

2) Group members act out the described role in the situation presented for a designated period of time, while observers make notes on the worksheet for later reference.

3) At the end of the role-playing session, observers give a report to the group, and all group members participate in a discussion of the activity.

4) Group facilitator debriefs the activity, highlighting the most important points.

Discussion Questions:

1) How realistic were group members' characterizations of the role presented?

2) What parallels could you find in the activity observed, and in the actual activities of this team?

3) What were more productive ways that group members' behaviors could be channeled?

4) What characteristics did you like/dislike in members of the role-playing group?

Evaluation:

1) Have group members assess the extent to which there are parallels in their own group to the simulation.

2) Have group members participate in the same situation and demonstrate their ability to handle inappropriate behavior more effectively or to behave more responsibly in that group context.

Variations: 1) The facilitator may want to use fish bowling as a vehicle in setting up the role-playing situation.

2) The facilitator may substitute simulations which are more appropriate to the group purpose or more common to the environment in which participants interact in the organization.

ROLE-PLAYING

Directions:

Participants on this committee are members of a school-based guidance team designed to discuss controversial problems which arise within the school setting and to make recommendations to the school administrator. In those instances which relate to disciplinary problems, the committee may hand down a final disposition to the child and the parent, using the authority of the principal who occasionally attends and participates in these sessions. Dispositions of a policy nature, however, are viewed as advisory to the building administrator and not binding.

Typically, committee members include the following: two teachers, one site administrator, one or two parents, the school psychologist or counselor, and one person representing a community agency, such as the police, social services, or the local pastor. Issues are scheduled for one-half hour, and it is assumed that some final disposition should be made within that time.

Issue No. 1: Disciplinary Matter

John Scott, a 7th grader, participated with two other older boys (17 and 19) in vandalizing school property; damage is estimated at over $1,000.00. In the hearing before the committee on this matter, the following facts were clear:

1) John was a willing participant, although clearly influenced by older, more delinquent peers.
2) This is atypical behavior for John; he is generally a good student and non-delinquent.
3) His mother, a single parent, does not regard the behavior as particularly serious and there is clearly no way that the family can afford to pay back the money.
4) He has already been suspended for the maximum number of days for this offense and school district insurance prohibits students from working on campus.

The team has 10 minutes to come up with an appropriate recommendation or disposition in this matter.

Issue No. 2:

Mrs. Smither has been concerned about a new student, Mike Green, who has come into her fifth grade class, since the custodian discovered him and three other students smoking in the bathroom. All four students were reprimanded, but on the following day, she confiscated a note that Mike was passing around, encouraging several students to meet him in the bushes to smoke during lunch time. Mike does not do particularly well academically, is larger than the other students, and has been in four schools in his school career. The parents work long hours and have made it clear that they do not want to be concerned with a school problem.

Mrs. Smith has referred Mike to the committee, but only he is present at the time of this interview. The principal would like a decision as soon as possible.

Issue No. 3:

Ruth James, a very talented athlete at Morris High School, appeared at tryouts for the boys' basketball team last week and was turned down. She was referred to the girls' coach, but has refused to participate in what she considers to be a sub-standard team. Rumor has it that she is probably as competent as most of the boys on the team, but the boys' coach and team members are adament about excluding her from the team. Tempers are running high on the campus with everyone taking sides. The school district does have a policy regarding this matter but tends to be very vague, leaving the decision about inclusion on athletic teams up to the individual school sites. At the site level, it is clear that there would be a significant morale problem with the coaches and current team members, since they have been undefeated for the last two seasons and they intend to win this year and not be the laughing stock of the league because there is a girl on the team.

Issue No. 4:

A teacher, Mrs. Jones, has brought to the committee a grievance that is non-union in nature. She feels that for the last several years, she has been discriminated against in class assignments because her 7th grade social studies class always has the children with significant discipline problems. These children tend to do well in her class despite their history of disruptive behavior in the past and in comparison to their behavior in other classes. Although she realizes that it is a compliment to her that these students are placed with her as opposed to the other social studies teacher, she believes that there should be some compensation for the additional burden which she bears annually. Everyone in the group has been aware of the fact that the other two instructors are weaker and unstimulating, a situation which increases the possibility that there will be disruptive behavior. Mrs. Jones has been a tremendous asset to the school and to these pupils and, at the present time, the failure of most of them to adjust to the middle school setting would be guaranteed were they to be removed from her class. The principal has conferred with the teacher and asked the committee if they could persuade her to continue to accept the responsibility for the bulk of these students, who would have no alternative in another situation.

Role No. 1:

As usual, you arrive for the team meeting about 20 minutes late, appearing rushed and harried. You are not quite sure of what is going on at the present time since the discussion does not seem related to the agenda items for this meeting. You frequently interrupt the process to ask questions about what has gone on before and to get some clarity. You seriously do want to participate in the discussion, but you are having a difficult time "catching up".

Role No. 2:

You have been frustrated with the group process for some time and since have become relatively cynical. In today's session, you are critical of every idea which is presented by other group members, but cannot seem to come up with any better suggestions.

Role No. 3:

You are the motor-mouth of the group, talking constantly, interrupting others and bringing up points which are not relevant to the main topic. You cannot make up your mind about the position which you want to take on the issues and are using the group to try and clarify things for yourself.

Role No. 4:

You are very committed to this particular issue and have a vested interest in having it resolved satisfactorily. Although you have an opinion of your own, you realize that the outcomes of this decision are highly dependent upon its being one which most group members agreed upon. You have very good ideas and contribute when you can, but are also concerned about hearing what others have to say.

Role No. 5:

Your general tendency is to be quiet in the group, and today is no exception. You make one or two comments and then sit back and listen. You feel personally rejected when group members do not follow up on your suggestions and, each time, vow never to speak again.

Role No. 6:

You are sitting next to your best friend in the group and are really uninterested in what is going on in the group process. You two have been planning to get together on the weekend and from time to time you get involved in side conversations with your friend. You wish the group would be over soon.

Role No. 7:

You are determined to run this group so that a final outcome will be reached quickly. You are certain about what you think the outcome should be and tend to be bossy in your style, putting down other members' comments. You are annoyed at those persons who will not contribute as well as those who will bring up ideas which you think are not particularly valuable.

Personal Activity
Activity 15

Category: Team Functioning **Duration:** 15-20 Minutes

Title: Group Member's Rights/Responsibilities

Materials: Group Member's Bill of Rights/Responsibilities Sheet

Purpose:

1) To give group members a context for determining and assessing their performance in the group.

2) To provide a vehicle by which group members may share their own expectations and goals within the group setting.

Method:

1) The facilitator distributes copies of the group member's bill of rights and group member's responsibilities for discussion.

2) Participants discuss the content of the two documents guided by the discussion questions listed below.

3) The facilitator solicits suggestions from the group for modifying the documents and personalizes them based upon this specific group's perceptions.

4) The facilitator debriefs the activity, highlighting the important issues, particularly the parallel between the rights members feel are theirs and the responsibilities which accompany those rights.

Discussion Questions:

1) What rights or responsibilities noted here have you felt are generally not respected or adhered to in the group to which you have belonged?

2) What rights/responsibilities would you like to delete/add?

3) What are some ways in which group members may ignore individuals' rights within groups?

4) What are the ways in which we can ensure that group members' rights are protected and that all persons adhere to their responsibilities as group members?

Evaluation:

1) Final group-generated Bill of Rights and Responsibility for posting and use throughout the session.

2) Periodic evaluation of the extent to which group members perceive that these rights and responsibilities are being respected on a systematic basis.

Variations: 1) The facilitator may have group members brainstorm rights and responsibilities before providing the sheet. The sheet is then used as a vehicle for stimulating additional discussion and/or validating the suggestions which group members have made.

2) The group may be divided into two small groups to brainstorm rights in one and responsibilities in another. A comparison of the content of the two could provide a lively discussion of the parallel nature of these two components.

GROUP MEMBER'S BILL OF RIGHTS

1. I have a right to express my opinion.
2. I have a right to assert my own individuality and to be nonassertive if I choose to.
3. I have a right to be wrong and not be blamed for it.
4. I have a right to be silent if I choose to.
5. I have a right to refuse to dissent from the opinion of the majority and not feel guilty.
6. I have a right to share in determining the goals and direction of the group.
7. I have a right to be selfish at times as long as I do not hurt others.
8. I have a right to change my mind if I choose to do so.
9. I have a right to be who I am, to learn and to grow as I interact with others.
10. I have a right to be treated with respect.

GROUP MEMBER'S

BILL OF RESPONSIBILITIES

1. I have a responsibility to allow others to express their opinions and to listen with care.

2. I have a responsibility to accept leadership when it is needed and be a follower when I must.

3. I have a responsibility to be a productive member of the team.

4. I have a responsibility to allow others to retain their individuality.

5. I have a responsibility to ensure that all members contribute to the group process in a way that is comfortable for them.

6. I have a responsibility to give praise and also criticism, but only when it is needed and always constructively.

7. I have a responsibility to be assertive without being aggressive.

8. I have a responsibility to work hard to make the group process work.

9. I have a responsibility to give the leader my support.

10. I have a responsibility to treat others with respect.

MY PERSONAL GROUP RATING

The purpose of this checklist is to determine how well the group meets your personal needs. Please rate the degree of satisfaction you feel in each of the categories below, using a rating from 1-5 with 5 as the highest.

As a member of this Team:

1. I feel a sense of belonging.

2. I am committed to the goals of the team.

3. I am a valued member of the team.

4. I am confident that we can achieve our stated goal.

5. I feel a sense of accomplishment as a team member.

6. I see systematic progress in achieving team goals.

7. I am clear about the expectations of me as a team member.

8. I assume responsibility for relevant assignments from the team.

9. I am pleased with the skills of the group leader.

10. I feel that I am allowed to assume leadership in the group when warranted.

Comments: _____

_____

_____

_____

Analysis of Team Functioning

Activities and Resource Materials

The instruments which follow are designed to assist group members in assessing the climate of the group in general, to evaluate specific meetings or activities of the group, to diagnose team problems, and to provide feedback to the group facilitator as the group progresses. Although the instruments themselves have specific purposes, facilitators should feel free to make appropriate alterations depending upon the needs of the team.

Group members appreciate the opportunity to examine the effectiveness of the team from their perspective because it provides a systematic way to influence the direction of the process. The task of meeting and team evaluation should not be presented as a perfunctory one for record keeping and evaluation purposes, but rather as a vital part in ensuring that the team is responsive to the needs of its members as well as to the needs of the organization. Check lists are quick aids to this process and tend to be more acceptable to group members because of the ease of completion. It is important, however, to provide group members with feedback on the results of questionnaires and allow them opportunities to elaborate on any perceptions which they have or which emerge from an analysis of the instruments completed.

The questionnaires appended assess team functioning in the three major areas outlined in this monograph: trust, group climate, and task function. In addition, a number of items focus on individual growth and the extent to which the group process is responsible for that growth or can enhance it.

Facilitators may want to incorporate measures of all of these components in one questionnaire which is used at regular intervals throughout the group life or, at different times, sample one component only, using a variety of instruments.

These forms may be used for group members to evaluate an entire quality circle session or only the part which relates to team building. The actual assessment of the growth of the facilitator as a group leader both directly and when the role becomes less direct may be more evident as one looks at the evaluations completed by the participants over time. The use of an outside observer/evaluator is also possible, employing the same instrument as those used by participants.

The series of check lists or inventories included in this section may be altered or adapted for use as an interim analysis of team effectiveness. The inventories included vary from individual meeting evaluation forms to diagnoses of the overall team functioning. Several activities included in the third series of activities (team functioning) may also be used in assessing group growth and the progression of group self-awareness.

Analysis of Team Functioning

List of Activities

Number of Activity	Title	Page
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TEAM DIAGNOSIS QUESTIONNAIRE
Activity 16

CHARACTERISTIC	SCORE
1. Communication	
To what extent is the communication among group members open and easy, and based on confidence and trust?	Low 1 2 3 4 5 High
2. Awareness of Others	
To what extent do members of the group notice when one member is absent?	Low 1 2 3 4 5 High
3. Perception of Members as a Team	
To what extent do members of the group see themselves as having an identity and unity as a team rather than solitary individuals working for the organization?	Low 1 2 3 4 5 High
4. Norms	
To what extent have unwritten rules for the group been developed which assist its members in working as a team toward agreed upon goals?	Low 1 2 3 4 5 High
5. Agreement on Major Goals	
To what extent is there agreement among group members on major goals?	Low 1 2 3 4 5 High
6. Process Activities	
To what extent is there concern for how group members feel and how well the group is being maintained, rather than a concern for being completely task oriented?	Low 1 2 3 4 5 High
7. Facilitating Attitudes and Behavior	
To what extent are attitudes and behavior among group members descriptive, egalitarian, spontaneous, empathetic, and tentative rather than evaluative, superior, strategic, detached, and certain?	Low 1 2 3 4 5 High

Do members generally make statements which are descriptive rather than highly evaluative? Is there a sense of equality within the group rather than concern for superiority? In meetings, do members participate with a sense of spontaneity as opposed to strategic behavior which attempts to manipulate the group? Are members empathetic with each other rather than detached? Do members state opinions with a sense of tentativeness as opposed to absolute certainty?

Low 1 2 3 4 5 High

8. Group Problem Solving

To what extent are problems blocking achievement of objectives seen as natural challenges to be solved through negotiations and compromise rather than as a threat to be avoided or resolved by manipulation?

Low 1 2 3 4 5 High

9. Conflict Management

To what extent do members express, accept, and deal with their differences and still respect each other personally rather than repress and hide their differences?

Low 1 2 3 4 5 High

10. Motivation Involving Mutuality

To what extent do members encourage each other to do things that benefit all parties concerned rather than do things which create benefits that are one-sided?

Low 1 2 3 4 5 High

Comments:_____

_____

_____

_____

EVALUATING TEAM EFFECTIVENESS
Activity 17

The purpose of this rating sheet is to give members an opportunity to evaluate the progress of the team in achieving a sense of group unity. Please rate the degree of satisfaction you feel in each of the categories below, using a rating from 1-5 with 5 being the highest.

	1 _____ 5
1. Team members are becoming more aware of their own behavior in the group.	_____
2. Team members are becoming more knowledgeable about other group members.	_____
3. Team members understand and accept the group goals.	_____
4. There is a great deal of discussion and team members really listen to one another.	_____
5. Different views are respected and criticism is constructive in group process.	_____
6. The facilitator provides structure without appearing dominant.	_____
7. Leadership roles may rotate among team members as the need arises.	_____
8. Team members are aware of the dynamics of the group process.	_____
9. The team can often reach consensus on important issues.	_____
10. Team members <u>really</u> care about one another as people and demonstrate mutual respect.	_____

Comments: _____

_____

_____

_____

TEAM DIAGNOSIS RATING SHEET
Activity 18

Write an X on the scale at the place which best represents your evaluation of the team. Be prepared to discuss the reasons for your ratings.

1. How open do you feel group members are?

   welcome mat _____ no trespassing sign

2. How would you describe the leadership provided by the facilitator?

   Mercedes Benz _____ Mack Truck

3. How would you describe the sense of support you feel in the group?

   weeping willow _____ mighty oak

4. How well does the team handle controversial issues?

   smooth as glass _____ rocky road

5. How cohesive a group do you see the team as?

   sand castle _____ fortress

6. How clear are members about group goals?

   crystal clear _____ muddy waters

7. How productive is the group process? How much progress do you see?

   stick in the mud _____ full speed ahead

CURRENT STATUS INVENTORY
Activity 19

Name _____ Date _____

Directions: Complete all the following questions. Your answers are confidential, however, you are free to share any of your answers after completing this inventory.

1. How did you feel as the group began?

2. How do you feel right now?

3. Which person in this group do you feel the most positive about right now?

4. Describe what makes you feel good about that person.

5. Toward whom in this group do you react most negatively right now?

6. Describe what that person does that produces this negative feeling?

7. What prevents you from being more open and honest in this group?

8. Which person in this group do you perceive as feeling the most positive toward you right now?

9. Why do you feel that this person feels positive about you?

10. Which person in this group do you perceive as feeling the most negative about you right now?

11. Why do you feel that this person experiences negative feelings toward you?

12. Rate each of the group members on a 5-point scale according to how much trust you feel toward him or her. Use "1" to indicate "very little" and "5" to indicate "very much."

	Name	Rating
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
	Total Score	_____
	Average Score = Total Score / N	_____

13. For those individuals to whom you have given low trust ratings, list several ways in which:

a. You can change <u>your</u> behavior to increase your feelings of trust toward them.

b. They might behave to allow you to feel more trust toward them.

GROUP EXPECTATION SURVEY - FORM D
Activity 20

DIRECTIONS: Before each of the items below put a number from the following rating scale that best expresses your opinion <u>at this time.</u>

<u>Rating Scale</u>

5 = any member of this group
4 = any except one or two members of this group
3 = a slight majority of the members of this group
- -
2 = slightly less than half of the members of this group
1 = one or two members of this group
0 = none of this group

HOW MANY MEMBERS OF THIS GROUP DO YOU EXPECT WILL CANDIDLY REPORT THE FOLLOWING INFORMATION DURING FUTURE GROUP SESSIONS?

_____ 1. When he does not understand something you said?

_____ 2. When he likes something you said or did?

_____ 3. When he disagrees with something you said?

_____ 4. When he thinks you have changed the subject or become irrelevant?

_____ 5. When he feels impatient or irritated with something you said or did?

_____ 6. When he feels hurt - rejected, embarrassed, or put down - by something you said or did?

WITH RESPECT TO HOW MANY MEMBERS WILL <u>YOU</u> CANDIDLY REPORT THE FOLLOWING INFORMATION DURING FUTURE GROUP SESSIONS?

_____ 7. When you do not understand something he said?

_____ 8. When you like something he said or did?

_____ 9. When you disagree with something he said?

_____10. When you think he has changed the subject or become irrelevant?

_____11. When you feel impatient or irritated with something he said or did?

_____12. When you feel hurt - rejected, embarrassed, or put down - by something he said or did?

IN YOUR OPINION, HOW MANY IN THIS GROUP ARE INTERESTED IN KNOWING . . .

_____13. When you do not understand something he said?

_____14. When you like something he said or did?

_____15. When you disagree with something he said?

_____16. When you think he has changed the subject or become irrelevant?

_____17. When you feel impatient or irritated with something he said or did?

_____18. When you feel hurt - rejected, embarrassed, or put down - by something he said or did?

FROM HOW MANY MEMBERS OF THIS GROUP ARE YOU INTERESTED IN KNOWING . . .

_____19. When he does not understand something you said?

_____20. When he likes something you said or did?

_____21. When he disagrees with something you said?

_____22. When he thinks you have changed the subject or become irrelevant?

_____23. When he feels impatient or irritated with something you said or did?

_____24. When he feels hurt - rejected, embarrassed, or put down - by something you said or did?

GROUP CLIMATE INVENTORY

Activity 21

Directions: Think about how your fellow group members normally behave toward you. In the parentheses in front of the items below place the number corresponding to your perceptions of the group as a whole, using the following scale.

5 They can always be counted on to behave this way.
4 Typically I would expect them to behave this way.
3 I would usually expect them to behave this way.
2 They would seldom behave this way.
1 They would rarely behave this way.
0 I would never expect them to behave this way.

I would expect my fellow group members to

1. (___)_____ level with me.
2. ____(___)_____ get the drift of what I am trying to say.
3. _____(___)____ interrupt or ignore my comments.
4. _____(___) accept me for what I am.
5. (___)_____ feel free to let me know when I "bug" them.
6. ____(___)_____ misconstrue things I say or do.
7. _____(___)____ be interested in me.
8. _____(___) provide an atmosphere where I can be myself.
9. (___)_____ keep things to themselves to spare my feelings.
10. ____(___)_____ perceive what kind of person I really am.
11. _____(___)____ include me in what's going on.
12. _____(___) act "judgmental" with me.
13. (___)_____ be completely frank with me.
14. ____(___)_____ recognize readily when something is bothering me.
15. _____(___)____ respect me as a person, apart from my skills or status.
16. _____(___) ridicule me or disapprove if I show my peculiarities.

_____
_____

(___) Genuineness
(___) Understanding
(___) Valuing
(___) Acceptance

From a HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, Vol. III, Pfeiffer and Jones, University Associates Press, Iowa City, Iowa, 1972.

ANALYZING TEAM EFFECTIVENESS

Activity 22

Analyze your team (the group here in this room) by rating it on a scale from 1 to 7 (7 being what you consider to be ideal) with respect to each of these variables. Then (with the rest of the team) discuss in depth the situation with respect to each variable, paying particular attention to those for which the average rating is below 5 or for which the range of individual ratings is particularly wide. Formulate some ideas about why these perceptions exist. The "whys" are likely to be quite different for different variables.

1. Degree of mutual trust:
   High suspicion (1) _____ High trust (7)

2. Degree of mutual support:
   Every man for himself (1) _____ Genuine concern for each other (7)

3. Communications:
   Guarded, cautious (1) _____ Open, authentic (7)

4. Team objectives:
   not understood by team (1) _____ Clearly understood by team (7)

5. Handling conflicts within team:
   We deny, avoid, or suppress conflicts (1) _____ We accept conflicts and "work them through" (7)

6. Use of member resources:
   Our abilities, knowledge, and experience aren't used by the team (1) _____ Our abilities, knowledge, and experience are fully used by the team (7)

7. Control methods:
   Control is imposed on us (1) _____ We control ourselves (7)

8. Organizational Environment:
   restrictive; pressure toward conformity (1) _____ Free; supportive; respect for individual differences (7)

This form was developed by McGregor in conjunction with John Paul Jones' group at Union Carbide Corp. for their own team development. (Eds.)

MY LISTENING BEHAVIOR
Activity 23

This form is designed to stimulate your thinking about your listening behavior. After you have completed the worksheet, go back over your list and circle the numbers of the three or four items which you feel need the most improvement.

	Never	Occasionally	Often	Frequently
1. I maintain eye contact with the person who is speaking.	____	_____	____	_____
2. My mind races ahead while the person is speaking.	____	_____	____	_____
3. I interrupt others because I am anxious to share my thoughts.	____	_____	____	_____
4. I give logical, lecturing responses.	____	_____	____	_____
5. I give evaluative responses, (i.e., "It's not that awful, don't worry.")	_____			_____
6. I maintain "hidden agendas" when listening i.e., not telling what I am thinking.	____	_____	____	_____
7. I am aware that my sensitivity to the subject affects how I hear it.	____	_____	____	_____
8. I ask for cla ification when necessary.	____	_____	____	_____
9. I summarize what the other person is saying.	____	_____	____	_____
10. I suspend judgment until after the message is given, i.e., listen first--then evaluate.	____	_____	____	_____
11. I "buy time" when I am unsure about my response.	____	_____	____	_____

		Never	Occasionally	Often	Frequently
12.	I finish the speaker's sentence for him/her.	____	_____	____	_____
13.	I listen for the essential message instead of reacting to certain words.	____	_____	____	_____
14.	I listen for the thoughts and feelings underlying the words.	____	_____	____	_____
15.	I am aware of the speaker's body language as a form of communication.	____	_____	____	_____
16.	I help the speaker come to his/her own conclusions/ decisions.	____	_____	____	_____

Listening behaviors I would like to change:

My most positive listening behaviors:

A concept I learned at this workshop that I would like to remember and use is:

Rosanne Mandel, Student Organizations and Activities Center, University of California at Davis, January, 1979.

LEADERSHIP EVALUATION WORKSHEET

Activity 24

NAME_____ GROUP_____

Instructions: Listed below are a number of characteristics of effective leaders. In the column marked "Individual Ranking," rank the characteristics below from one to fifteen in the order of their importance to you. Place a #1 before the most important characteristic and a #15 before the least important of the characteristics. After you have rank ordered all of the characteristics, your group will be asked to discuss these choices and come to a consensus to the extent that this is possible. Group rankings should be noted in the second column.

Finally, in the third column entitled "Self Evaluation," indicate how you would evaluate yourself as a leader on each of the characteristics indicated. (#1, need to do more, #2, need to do less, and #3, O.K.) The items to be included are:

Individual Ranking	Group Ranking	Self Evaluation		
_____	_____	_____	1.	Trusts group members: delegates effectively
_____	_____	_____	2.	Is friendly and easygoing
_____	_____	_____	3.	Is willing to compromise
_____	_____	_____	4.	Rarely expresses anger or dissatisfaction with others
_____	_____	_____	5.	Listens and tries to understand others
_____	_____	_____	6.	Has new and interesting ideas, is creative
_____	_____	_____	7.	Maintains an orderly meeting most of the time
_____	_____	_____	8.	Is firm and decisive, not hesitant
_____	_____	_____	9.	Admits errors easily and openly
_____	_____	_____	10.	Seeks ideas from group members in the decision-making process
_____	_____	_____	11.	Follows strictly accepted rules and procedures
_____	_____	_____	12.	Uses praise frequently and negative criticism seldom

Individual Ranking	Group Ranking	Self Evaluation		
_____	_____	_____	13.	Works hard to achieve group goals
_____	_____	_____	14.	Is organized and usually well prepared
_____	_____	_____	15.	Is popular and well-liked among peers and adults

Comments: _____

_____

_____

_____

Summary and Conclusions

This monograph has been an attempt to organize a variety of activities that can be used in building teams. Although it stands alone as a document which can be an invaluable aid to a group facilitator in presenting this topic, it is not meant to be used in isolation. It is hoped that persons using this document will bring to it their own skills, have activities which are comfortable for them and for their group, and merely use these materials as a way of organizing that information.

This document was written on the assumption that the persons using it have some sensitivity for people, if not the technical skills to lead a group. For those who are new to the process of group dynamics, it can be an invaluable aid in structuring the group process; for those who have had extensive experience in this area, it can be used to provide a context for training less skilled group members to assume leadership. There is a wealth of information, of activities, and of points of view in the area of group dynamics. The author did not attempt to reinvent the wheel, but rather to stimulate the interest of potential group leaders in exploring the rich resources in the field and, in that process, to augment the activities included here with others that are more consistent with their style of leadership.

The effective group leader is born, not made, but the truly skilled one can profit immensely from the nurturance of that talent and systematic training designed to make the talented leader a skilled technician as well. This document is a small step in that direction.

Appendices

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Additional Resource Materials

Handbook for Group Facilitators

Activities

TOPIC: ICE BREAKERS		Handbook References
1)	Blindfolds: A Dyadic Experience	1976; pp 13-14
2)	Gunnysack: An Introduction to Here and Now	1973; pp 11-12
3)	Buttermilk: Awareness Expansion	1979; pp 13-14
4)	Autographs:	1980; pp 12-15
5)	Payday: A Closure Activity	1975; pp 54-55
6)	Peter-Paul: Getting Acquainted	1973; pp 7- 8
7)	Symbolic Closing exercise	1972; pp 61-62

Additional Resource Materials

Handbook for Group Facilitators

Activities

TOPIC: VALUES CLARIFICATION

	Handbook Reference
1) Who Killed John Doe; A Values Clarification Activity	1979 pp 15-18
2) Ideal Cards: A Self-Disclosure Activity	1975 pp 43-45
3) Building Open and Closed Relationships	1973 pp 20-23

Additional Resource Materials

Handbook for Group Facilitators

Activities

TOPIC: TASK FOCUS: TEAM BUILDING	Handbook Reference
1) Choosing an Apartment: Authority Issues in Group	1980; pp 37-42
2) Alphabet Games: Achieving Synergy in Task Groups	1979; pp 19-20
3) Line of Four: An Intergroup Competition	1979; pp 21-24
4) What's Important on my Job: An Organizational Development Activity	1979; pp 71-76
5) Baseball Game: Group Membership Functions	1980; pp 14-19
6) Missiles: Sources of Stress	1980; pp 43-46
7) What to Look for in Groups:	1972; pp 19-24
8) Cog's Ladder: A Process Observation Activity	1974; pp 8-11
9) Goals for Personal Development: Inventory	1976; pp 59-61
10) My Performance in the Group	

Additional Resource Materials

Handbook for Group Facilitators

Handouts

		Handbook Reference	
1)	"Team Building": Reilly, A.J. and Jones, J.E.	1974	pp 227-237
2)	"Five Components Contributing to Effective Interpersonal Communications", Bienvenu,M.	1974	pp 123-125
3)	"Conditions Which Hinder Effective Communications", Pfeiffer, J.W.	1973	pp 120-123
4)	"Synergy and Consensus-Seeking", Jones, J.E.	1973	pp 108-110
5)	"Cog's Ladder: A Model of Group Development"	1974	pp 142-149
6)	Personal Style Inventory	1980	pp 89- 99
7)	Role Efficacy Scale	1980	pp 100-105
8)	Interaction Process Analysis	1980	pp 133-137
9)	Team Building From a Gestalt Perspective	1980	pp 157-160
10)	Dealing with Disruptive Individuals in Meetings	1980	pp 161-166

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